Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall Assignment Score \_\_\_\_\_\_\_/100

9th Grade World History Essay Rubric

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| Essay Assessment Mark \_\_\_\_\_\_\_/20 (converts to 100%)  Comments: |

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| CATEGORY | **4 – Advanced** | **3 – Proficient** | **2- Progressing** | **1 – Not Meeting the Standards** |
| **clearThesis –**  **Answering the question** | Contains a well-developed thesis that directly addresses the question, includes the main points of the argument, and goes thoroughly deep in its critical thinking. | Contains a sufficient thesis that addresses the question, includes the main points of the argument, and goes somewhat deep in its critical thinking. | Contains a thesis that doesn’t quite answer the question and/or does not include the main points of the argument and/or does not go deep with the critical thinking. | Contains no thesis or the thesis is not easily identifiable. |
| **clearOrganization**  **of**  **Ideas** | The essay presents a well-organized argument, and each of the individual sections are also well-organized and flow logically. | -The overall organization of the essay is good, but individual sections are only adequately organized; and/or,  -The paragraphs do not flow logically. | -The overall organization of the essay is adequate, but the individual paragraphs have little or no organization. | The essay is not organized in any way;  -The essay is one giant paragraph; and/or  -The essay is simply a descriptive narrative. |
| **clearSufficiency and**  **Accuracy**  **of**  **Information** | -Accurately uses substantial number of specific facts in supporting thesis.  -If applicable, the essay uses textual evidence from multiple sources. | -Contains some specific facts related to the thesis, but more are needed.  -The essay uses textual evidence from multiple sources. | -Few specific facts used in defense of the thesis;  -There are inaccurate facts; and/or  -The essay barely uses textual evidence. | -Contains no facts to support the thesis; and/or  -The facts are completely inaccurate. |
| **Analysis** | The essay effectively uses facts and/or textual evidence to back up its thesis and supporting points—it explicitly says how the evidence relates to the thesis. The essay also shows a lot of evidence of “deep” thinking. | The essay sometimes uses facts and/or textual evidence to back up its thesis and supporting points, but it may fall short of always connecting ideas. The essay shows glimpses of “deep” thinking. | The essay only uses facts and/or textual evidence to back up its thesis once or twice. It does not show how the facts relate to the thesis. It needs more “deep” thinking. | The essay does not back up its statements with facts or textual evidence. It lacks “deep thinking” and is just description. |
| **clear“Mechanics”** | Essay uses good spelling and grammar, WAS **PROOF-READ**, and is written with **neat handwriting**. | Uses acceptable spelling and grammar, though there are some errors with punctuation and capitalization. | Poor spelling and grammar, and reflects little effort at neatness given the time available. | Written so poorly that it inhibits understanding. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ World History (GEZ)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In-Class Essay Preparation for Test 1.2**

Essay Questions—*Choose 1*:

a. Which most caused groups of people to change during Era 1: empires, religion, or trade? Why?

b. “Although one might think religion is what caused people to change in Era 1, trade is what really caused groups of people to change.” Write an essay in which you explain why you agree or disagree with this statement.

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| **Thesis Statement:** *this is a 1-sentence answer to the question above. It should give a hint at what you’ll talk about in more detail in the rest of your essay.* |
| **Essay Outline**: *do this on a separate sheet of paper. Here’s a sample of how to organize it:*  *I. Introduction Paragraph – make this short, i.e.3 sentences, and put your thesis as the last sentence.*   1. ***Thesis******Statement****:*   *II. Body Paragraph 1: go into detail about one of the points within your thesis statement*  *III. Body Paragraph 2: go into detail about another point within your thesis statement*  *IV. Body Paragraph 3 (optional): go into detail about another point within your thesis statement*  *V. Closing Paragraph – make this short, i.e. 3 sentences, and summarize what you said in the essay.* |